

# Teacher's Scoring Guide



**Grade 8**  
**English/Language Arts**  
**Fall 2008**

**Indiana Statewide Testing for Educational Progress**



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## INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

There are two scoring guides for Grade 8, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 7 Indiana Academic Standards,\*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail ([istep@doe.in.gov](mailto:istep@doe.in.gov)) or call the Indiana Department of Education at (317) 232-9050.

\*Because *ISTEP+* is administered early in the fall, the Grade 8 test is based on the academic standards through Grade 7.

## INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

### Students

- **are given a writing prompt.**  
The prompt describes what the students should write about. For example, in Grade 8 the students were asked to write a persuasive essay in which they explain to a younger neighbor or relative why he or she should go to school.
- **engage in pre-writing and drafting.**  
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**  
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**  
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**  
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

## RUBRICS FOR THE WRITING ASSESSMENT

**A rubric is a description of student performance that clearly articulates the requirements for each of the score points.** Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

## **RUBRICS FOR THE WRITING ASSESSMENT (cont.)**

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

## **SCORING NOTE FOR LANGUAGE CONVENTIONS**

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

## ENGLISH/LANGUAGE ARTS GRADE 7 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**  
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- ❑ **READING: Comprehension and Analysis of Nonfiction and Informational Text**  
Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** ([www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 7, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, autobiographies, books in many different subject areas, magazines, newspapers, reference and technical materials, and online information.
- ❑ **READING: Comprehension and Analysis of Literary Text**  
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** ([www.doe.in.gov/standards/readinglist.html](http://www.doe.in.gov/standards/readinglist.html)) illustrate the quality and complexity of the materials to be read by students. At Grade 7, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, mysteries, adventures, folklore, mythology, poetry, short stories, dramas, and other genres.
- ❑ **WRITING: Processes and Features**  
Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- ❑ **WRITING: Applications**  
At Grade 7, students continue to write narrative, expository (informational), persuasive, and descriptive texts (research reports of 500 to 800 words or more). Students are introduced to biographical and autobiographical narratives and to writing summaries of grade-level-appropriate reading materials. The writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: English Language Conventions**  
Students write using Standard English conventions appropriate to the grade level.
- ❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**  
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.  
*(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)*

**NOTE:** This page provides an overview of the Indiana Academic Standards. The IDOE Web site at [www.doe.in.gov](http://www.doe.in.gov) contains a complete version of the Indiana Academic Standards, which may be downloaded.

## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

#### Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

| Score Level | Ideas and Content   | Organization   |
|-------------|---|--|
|             | Does the writing sample   | Does the writing sample  |
| <b>6</b>    | <ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include thorough, relevant, and complete ideas?</li> </ul> | <ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>                              |
| <b>5</b>    | <ul style="list-style-type: none"> <li>fully accomplish the task?</li> <li>include many relevant ideas?</li> </ul>                    | <ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>                              |
| <b>4</b>    | <ul style="list-style-type: none"> <li>accomplish the task?</li> <li>include relevant ideas?</li> </ul>                               | <ul style="list-style-type: none"> <li>organize ideas logically?</li> </ul>                              |
| <b>3</b>    | <ul style="list-style-type: none"> <li>minimally accomplish the task?</li> <li>include some relevant ideas?</li> </ul>                | <ul style="list-style-type: none"> <li>exhibit an attempt to organize ideas logically?</li> </ul>        |
| <b>2</b>    | <ul style="list-style-type: none"> <li>only partially accomplish the task?</li> <li>include few relevant ideas?</li> </ul>            | <ul style="list-style-type: none"> <li>exhibit a minimal attempt to organize ideas logically?</li> </ul> |
| <b>1</b>    | <ul style="list-style-type: none"> <li>fail to accomplish the task?</li> <li>include very few relevant ideas?</li> </ul>              | <ul style="list-style-type: none"> <li>organize ideas illogically?</li> </ul>                            |

**Chart continues on page 9.**



## WRITING APPLICATIONS OVERVIEW

### Grades 6–12

Chart continued from page 8.

| Score Level | Style   | Voice   |
|-------------|---|---|
|             | Does the writing sample   | Does the writing sample   |
| <b>6</b>    | <ul style="list-style-type: none"> <li>exhibit exceptional word usage?</li> <li>demonstrate exceptional writing technique?</li> </ul>             | <ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>   |
| <b>5</b>    | <ul style="list-style-type: none"> <li>exhibit very good word usage?</li> <li>demonstrate very good writing technique?</li> </ul>                 | <ul style="list-style-type: none"> <li>demonstrate effective adjustment of language and tone to task and reader?</li> </ul>   |
| <b>4</b>    | <ul style="list-style-type: none"> <li>exhibit good word usage?</li> <li>demonstrate good writing technique?</li> </ul>                           | <ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>      |
| <b>3</b>    | <ul style="list-style-type: none"> <li>exhibit ordinary word usage?</li> <li>demonstrate average writing technique?</li> </ul>                    | <ul style="list-style-type: none"> <li>demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>      |
| <b>2</b>    | <ul style="list-style-type: none"> <li>exhibit minimal word usage?</li> <li>demonstrate minimal writing technique?</li> </ul>                     | <ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul> |
| <b>1</b>    | <ul style="list-style-type: none"> <li>exhibit less than minimal word usage?</li> <li>demonstrate less than minimal writing technique?</li> </ul> | <ul style="list-style-type: none"> <li>demonstrate language and tone that may be inappropriate to task and reader?</li> </ul> |

**NOTE:** The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

#### Ideas and Content

**Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

**Does the writing sample include thorough, relevant, and complete ideas? Does it**

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

#### Style

**Does the writing sample exhibit exceptional word usage? Does it**

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

**Does the writing sample demonstrate exceptional writing technique?**

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it**

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

| <b>SCORE POINT 5</b>  |  |
|---|--|
| A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.   |  |
| <b>Ideas and Content</b>  |  |
| <p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide in-depth information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>  |  |
| <b>Organization</b>   |  |
| <p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>  |  |
| <b>Style</b>  |  |
| <p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul> |  |
| <b>Voice</b>  |  |
| <p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>  |  |

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

| <b>SCORE POINT 3</b>   |
|--|
| <p><b>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</b></p>   |
| <p><b>Ideas and Content</b></p> <p><b>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p><b>Does the writing sample include some relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>               |
| <p><b>Organization</b></p> <p><b>Is there an attempt to logically organize ideas in the writing sample? Does the writing</b></p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>  |
| <p><b>Style</b></p> <p><b>Does the writing sample exhibit ordinary word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate average writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul> |
| <p><b>Voice</b></p> <p><b>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>   |

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

### SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

#### Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

#### Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

#### Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Writing Applications Rubric Grades 6–12

| <b>SCORE POINT 1</b>  |
|---|
| <p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>  |
| <p><b>Ideas and Content</b></p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> <li>• difficult for the reader to discern the main idea?</li> <li>• too brief or too repetitive to establish or maintain a focus?</li> </ul> <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> <li>• Does it include little information with few or no details or unrelated details?</li> <li>• Is it unsuccessful in attempts to explore any facets of the prompt?</li> </ul> |
| <p><b>Organization</b></p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> <li>• Does it have only one or two of the three elements: beginning, middle, or end?</li> <li>• Is it difficult to follow, with the order possibly difficult to discern?</li> <li>• Are transitions weak or absent (e.g., without topic sentences)?</li> </ul>  |
| <p><b>Style</b></p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain limited vocabulary, with many words used incorrectly?</li> <li>• demonstrate minimal or less than minimal control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> <li>• lack fluency?</li> <li>• demonstrate problems with sentence patterns?</li> <li>• consist of writing that is flat and lifeless?</li> </ul>  |
| <p><b>Voice</b></p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate difficulty in choosing an appropriate register?</li> <li>• demonstrate a lack of a sense of audience?</li> <li>• lack an original perspective?</li> </ul>   |

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

| Score    | Does the writing sample exhibit a good command of language skills?   |
|----------|--|
| <b>4</b> | <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>   |
| Score    | Does the writing sample exhibit an adequate command of language skills?  |
| <b>3</b> | <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>   |
| Score    | Does the writing sample exhibit a minimal command of language skills?  |
| <b>2</b> | <p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul> |
| Score    | Does the writing sample exhibit a less than minimal command of language skills?  |
| <b>1</b> | <p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>   |

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.



## **WRITING PROMPT AND STUDENT ANCHOR PAPERS**

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

## Writing Prompt

WRITING: Applications/English Language Conventions

**Pages 18 and 19 provide an overview of the parts of the writing prompt.**

### Writing Prompt

The prompt describes what ideas students should include in their writing.

### First Day of School


Read the writing prompt below and complete the writing activity.

Suppose your younger neighbor or relative is about to start middle school, but on the first day he or she refuses to go. What would you say to persuade this person to go to school?

Write a persuasive essay in which you explain to your neighbor or relative why he or she should go to school. Include persuasive reasons for going to school. Consider academic, social, and extracurricular activities. Also, think about why he or she does not want to go to school. In your persuasive essay, respond to this person's reasons for not wanting to go to school.

Be sure to include

- an explanation of why your younger neighbor or relative should go to school
- persuasive reasons why he or she would benefit from going to school
- a response to his or her concerns about going to school
- an introduction, a body, and a conclusion to your persuasive essay




Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 45, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

**NOTE:** Only your writing on the lined pages in this book will be scored.

### Pre-Writing/Planning

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

### Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**

### Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 38 and 48 of the test book include the criteria by which the writing will be judged.

### Editing Checklist

- 1** Check your capitalization and punctuation.
- 2** Spell all words correctly.
- 3** Check for sentence fragments or run-on sentences.
- 4** Keep verb tense consistent.
- 5** Make sure subject and verb agree.
- 6** Use words according to the rules of Standard English.
- 7** Remember to paragraph correctly.

### Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

## Writing Applications

### Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a persuasive essay that provides reasons why a relative or neighbor should attend middle school).
- stays completely focused on the task and topic.
- includes a wealth of supporting details and in-depth information to support the position (e.g., *In the middle school, you have more classes with several different people that you are bound to get along with; If you are worried that because you have to stop at your locker before every class, [no comma] you will be late, do not fret*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a strong introduction (e.g., *Ignoring the fact that you have to go to middle school or simply not attending at all would be a huge mistake to make*), body, and conclusion (e.g., *Having fun, growing up, and becoming more mature is what middle school is all about*).
- has fully developed paragraphs and demonstrates effective transitions between ideas.
- demonstrates strong word usage, varying vocabulary throughout the essay (e.g., *Freedom at the middle school is liberating!; A plethora of clubs, sports, and academic classes are available and ready to use*).
- is fluent and easy to read; includes varied sentence patterns, including complex sentences (e.g., *Although you do not have time to squander through [when] getting all of your materials and walking to your next class, it is definitely better than being escorted everywhere by a professor or teacher*).
- exhibits a sophisticated writing technique (e.g., *From a fast-pace [fast-paced] academic team, [no comma] to an easy-going skateboard club, your after-school hours will never be dull*).
- displays a strong sense of audience and effectively adjusts language and tone to the task and the reader (e.g., *In conclusion, growing up and attending middle school is a part of life you cannot avoid or you would be missing out on some of the most imperative years of your lifetime!*).

**NOTE:** A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a few punctuation errors.
- has a few spelling errors (e.g., *weary* [wary]), although these appear to be of the first-draft variety.\*
- has no grammar or word usage errors.
- uses paragraphing very effectively.
- has no run-on sentences or sentence fragments.

\*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

## Persuasive Essay

Title: Middle School Motivation

Attending middle school is a huge part of growing up. During the time you spend there, you change dramatically and become more mature. Ignoring the fact that you have to go to middle school or simply not attending at all would be a huge mistake to make. You would be missing out on all the fun things about middle school too, even though it may seem to be at first a big change from another school you once attended.

One of the great things about middle school is making new friends. Even if you are weary at first whether or not you can make new friends, it actually comes pretty naturally. In the middle school, you have more classes with several different people that you are bound to get along with. The key is to just be open to new ideas and people without judging them by what they look like or how other people have judged them.

Freedom at the middle school is liberating! You no longer walk in single-file lines with your class and teacher, but are free to travel from class to class. Although you do not have time to squander through getting all of your materials and walking to your next class, it is definitely better than being escorted everywhere by a professor or teacher. If you are worried that because you have to stop at your locker before every class, you will always be late, do not fret. It is easy to look at your schedule and simply figure out which classes that you may need to bring two sets of books to. It is actually very normal for this to happen and it may even build better arm muscles!

The opportunities offered at the middle school are plentiful. A plethora of clubs, sports, and academic classes are available and ready to use. There is always something for everyone because the clubs are so diverse. From a fast-paced academic team, to an easy-going skateboard club, your after-school hours will never be dull. The sports at the middle school are also a huge part of your academic experience there. Bonds with teammates can become very strong, and becoming a part of a team can make you feel that you have a vital role in the school and its pride.

In conclusion, growing up and attending middle school is a part of life you cannot avoid or you would be missing out on some of the most imperative years of your lifetime! Having fun, growing up, and becoming more mature is what middle school is all about. Therefore, grab on and enjoy the ride!

## Writing Applications

### Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- accomplishes the task (i.e., writes a persuasive essay that provides reasons why a relative or neighbor should attend middle school).
- stays focused on the task and topic.
- includes many relevant details that are fully developed (e.g., *You would also meet the teachers and find out what they're like; if you get lost trying to find a class, just ask someone*).
- is organized logically and cohesively, with a clear introduction (e.g., *The first day of middle school is a memberable [memorable] day. Most students are worried about it, but it's not bad at all*), body, and conclusion (e.g., *In these ways, the first day of middle school is a day to remember [,] and you should try to make it fun*).
- has fully developed paragraphs, contains clear topic sentences (e.g., *You shouldn't be nervous about the first day of middle school because it's really easy*), and demonstrates effective transitions between ideas.
- exhibits more than adequate word usage (e.g., *Remember, all your classmates are going for there [their] first time, too, and they're probably just as nervous*).
- is easy to read and uses varied sentence patterns, including complex sentences (e.g., *If you don't know what the rules are, you might end up breaking them, which wouldn't be good*).
- demonstrates good writing technique.
- displays a good sense of audience and adjusts language and tone to the task of writing a persuasive essay (e.g., *I guarentee [guarantee] you'll remember your first day of school for the rest of your life*).

**NOTE:** A Score Point 5 paper may have the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is solid, while a Score Point 6 paper is exceptional.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation.
- has a few spelling errors (e.g., *memberable* [memorable], *benifit* [benefit]).
- has some grammar and word usage errors (e.g., *there* [their]).
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

## Persuasive Essay

Title: The First Day of School

The first day of middle school is a memberable day. Most students are worried about it, but it's not bad at all. It would benifit yourself to be at school on the first day because you'll miss the rules and regulations if you don't. You'll also get to see all your friends and find out how there summers were. I guarentee you'll remember your first day of school for the rest of your life.

There are many reasons why you should attend the first day of middle school. First of all, you would be able to practice your locker combination with your other classmates and they could help you if you couldn't get it. You would also meet the teachers and find out what they're like. The first day would let you get used to being in middle school to see if you enjoy it. These reasons are why you should go to school on the first day of middle school.

Going to school would also benifit many things. The first benifit is that you would see all your friends. Maybe you haven't seen them since last year and you could find out how there summer was. Secondly, you would get used to your schedule. The more you go to school, the faster you learn your schedule. Third, you would learn all the rules. If you don't know what the rules are, you might end up breaking them, which wouldn't be good. Finally, you would learn about extracurricular activities you could do. This would help you think about doing some of them. So being at school on the first day would benifit you in many ways.

You shouldn't be nervous about the first day of middle school because it's really easy. If you can't get your locker open, you could have one of your classmates or teachers help you. If you get lost trying to find a class, just ask someone. Again, your classmates and teachers will help you. Therefore, you shouldn't be very nervous about middle school.

In conclusion, going to middle school isn't that bad. There are always people to help you if you're nervous or lost. You'd benifit in going on the first day, too. The first day of school could be fun. All you have to do is be excited to go and learn new things. You'll have your friends to talk to as well. Remember, all your classmates are going for there first time, too, and they're probably just as nervous. In these ways, the first day of middle school is a day to remember and you should try to make it fun.

## Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes a persuasive essay that provides reasons why a relative or neighbor should attend middle school).
- stays focused on the task and topic.
- includes sufficient information and supporting details to persuade a student to attend middle school (e.g., *One reason why middle school is better is because you have more freedom; Between classes you can see your friends and just relax for a few minutes*) but does not provide supporting details as completely as a Score Point 6 or a Score Point 5 paper.
- progresses in a logical order with a clear introduction, body, and conclusion; uses transitions between sentences and paragraphs (e.g., *One reason; The next reason; The last reason*).
- demonstrates control of vocabulary that is appropriate to the topic (e.g., *When it is lunch time [lunchtime,] you can walk to the cafeteria all by yourself*).
- is easy to read and uses varied sentence patterns, including complex sentences (e.g., *In conclusion [,] middle school is better because you have more freedom, you get lockers, and you switch classes*).
- displays a sense of audience (e.g., *I think middle school is way more fun than elementry [elementary] school*).

**NOTE:** A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

## Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has some punctuation errors (e.g., *Also [,] when you switch classes [,] you do that by yourself too; Thats [That's]; Its [It's]*).
- has a few spelling errors (e.g., *elementry* [elementary], *lunch time* [lunchtime]).
- has correct grammar but has a few word usage errors (e.g., *your* [you're]).
- demonstrates adequate paragraphing.
- has no run-on sentences or sentence fragments.



## Persuasive Essay

Title:                     Middle School                    

I think middle school is way more fun than elementary school. I think it is more fun because you have more freedom, you get lockers, and you switch classes. Everyone should try going to middle school.

One reason why middle school is better is because you have more freedom. Like you don't have to line up every time you go somewhere. When it is lunch time you can walk to the cafeteria all by yourself. Also when you switch classes you do that by yourself too. The freedom they give you is really nice to have.

The next reason why middle school is better is because you get a locker. In a locker you can keep whatever you want in there and everything you need in there. At passing periods you can get stuff that you need from there and take it to your next class. Its nice to have a locker because it is like your private place where no one but you can go. Its also nice because you know your stuff won't get stolen because nobody but you has the combination to your locker, unless you give your combination away but you shouldn't do that.

The last reason why middle school is better is because you get to switch classes. Thats good because you have different teachers and its different. Between classes you can see your friends and just relax for a few minutes. Also you walk around a little so your not sitting at the same desk all day. You can use the restroom at this time too.

In conclusion middle school is better because you have more freedom, you get lockers, and you switch classes. Middle school is fun. Everyone should try going to middle school.

## Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes a persuasive essay that provides reasons why a relative or neighbor should attend middle school but does not fully develop the ideas).
- stays mostly focused on the topic.
- is organized logically but lacks significant elaboration of ideas (e.g., *Secondly [,] they're [there are] a lot more extracurricular activities to choose from it [in] middle school [,] like football, track, cross country, and so fourth [forth]*).
- attempts to organize ideas with a brief introduction, body, and conclusion.
- attempts some sentence variety (e.g., *Going the first daye [day] is a good way of learning what you [are] able a [and] not able to do*).
- has control of basic vocabulary.
- displays a sense of audience (e.g., *Now that you know all of this [these] thing [things,] there should be no fears of going to middle school*).

**NOTE:** The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

## Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has punctuation errors (e.g., *Now that you know all of this [these] thing [things,] there should be no fears of going to middle school*).
- has spelling errors of basic words (e.g., *troble [trouble], daye [day], takeing [taking], seperat [separate]*).
- contains some grammar and word usage errors (e.g., *they're [there are], your [you're]*).
- consists of one indented paragraph.
- has a run-on sentence (e.g., *Finally [,] if you're refusing to go to middle so [school] because of [because] you now have multipul [multiple] classes [,] it's not that bad [,] it's [It's] just takeing [taking] the subject that your [you're] use [used] to in one class and they just break them [it] up into seperat [separate] classes*) but no sentence fragments.

**NOTE:** In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

## Persuasive Essay

Title: First Day Problems

The first day of middle school is the best day out of the whole year. First of all all the teacher staff works take it easy on you the first couple of day, so things you would normaly get it troble for like being late for class are excused. Going the first daye is a good way of learning what you able a not able to do. Secondly they're a lot more extracurricular activities to choose from it middle school like football, track, cross country, and so fourth. Finally if you're refusing to go to middle so because of you now have multipul classes it's not that bad it's just takeing the subject that your use to in one class and they just break them up into seperat classes. Now that you know all of this thing there should be no fears of going to middle school.

## Writing Applications

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., writes a persuasive essay that provides reasons why a relative or neighbor should attend middle school, but supporting statements are not developed).
- exhibits some focus on the topic (e.g., *It'll bee [be] fun [.] you'll [You'll] learn math, english [English], history, and science*).
- provides few supporting details.
- lacks development of ideas.
- presents ideas in one paragraph.
- exhibits minimal word usage and writing technique.
- attempts some sentence variety.
- displays some sense of audience (e.g., *Come on [,] school isn't bad*).

**NOTE:** On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

## Language Conventions

### Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has errors in capitalization (e.g., *english [English], Kind [kind]*).
- has mostly correct punctuation.
- has spelling errors of basic words (e.g., *meat [meet], beste [best]*).
- has errors in grammar and word usage (e.g., *you're [your], gona [going to]*).
- consists of one indented paragraph.
- has a run-on sentence (e.g., *It'll bee [be] fun [.] you'll [You'll] learn math, english [English], history, and science*) and a sentence fragment (e.g., *band, choir, and Jurnalism [journalism]*).

**NOTE:** In a Score Point 2 paper, errors are typically frequent in a relatively brief writing sample.

## Persuasive Essay

Title: \_\_\_\_\_

Come on school isn't bad. It'll be fun you'll learn math, english, history, and science. You will  
meet new people like the Kind that weren't in you're class last year. Teachers aren't that bad.  
Gym teacher and arts teacher are the best. band, choir, and Journalism. you can have your pick.  
Kids aren't gonna be mean. you also get to talk to you're friends between classes. if you don't go to  
school you won't have a career or a good Job. so go to school.

## Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., attempts to write a persuasive essay that provides reasons why a relative or neighbor should attend middle school but does not develop the topic).
- has little focus.
- provides very few relevant ideas and less than minimal development.
- is too brief to establish an order.
- has little control of vocabulary and exhibits minimal word usage (e.g., *And that is way [why] he need [needs] to go to school*).
- demonstrates some sense of audience (e.g., *I would tell hem [him] to go to school because you can see all your friends*).

**NOTE:** Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

## Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Art* [art]).
- has mostly correct punctuation.
- has spelling errors (e.g., *hem* [him], *home eck* [home economics]).
- has grammar and word usage errors (e.g., *he have* [he has]).
- has no paragraphing.
- has no run-on sentences but has a sentence fragment.
- has many errors in a very brief writing sample.

### Persuasive Essay

Title: \_\_\_\_\_ going to school \_\_\_\_\_

I would tell hem to go to school because you can see all your friends. That he have to go to school so he can do fun thing like go to gym, Art, teck ed, home eck,. And that is way he need to go to school.

## INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 8 and Grade 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

## **INTRODUCTION TO READING/WRITING TASKS (cont.)**

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 7 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.



## Test 4: English/Language Arts

For Test 4, you will read an excerpt from a book and an article. You will answer questions based on each passage. Then you will do some writing on a related topic.

Think about a time when you went to a place where you had never been before. Did you feel like a stranger or were you excited to be there? The first passage you will read, “Popcorn Days and Buttermilk Nights,” is about a teenage boy who comes to the country to live with relatives for the summer. After you read the passage, you will answer some questions about what you have read.

Now read “Popcorn Days and Buttermilk Nights” and do Numbers 1 through 6. You may look back at the passage as often as you like.

### Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Popcorn Days and Buttermilk Nights” and “On a Roll.” A copy of these passages accompanies the student’s responses to the applied skills section.

### Test 4—Question 1

#### READING: Word Recognition, Fluency, and Vocabulary Development

- 1** Read this statement from the passage.

**It was such a beautiful evening, with the air soft as a warm blanket.**

The author MOST LIKELY compares the air to a warm blanket to show that the narrator is

- ☐ tired and wants to rest
- ☐ surprised by the weather
- ☒ comforted by the country
- ☐ sad and wants to go home

**Test 4—Question 2**  
**READING: Comprehension**

- 2** In the passage, the narrator compares the city with the country. For example, he says that the city is gray but the country is green. Using details from the passage, explain TWO other ways that the city and country are different.

| City | Country |
|------|---------|
|      |         |
|      |         |

**Exemplars:**

- The city is full of brittle talk. In the country, the sounds are rich.
- The city is noisy, even at night. The country is so quiet he can hear the wagon.
- Green plants in the city are covered with dust. Plants in the country are green.
- The city has lots of trash. The country has plants and animals.
- other relevant text-based response

**Rubric:**

- 2 points** versions of two exemplars
- 1 point** version of one exemplar
- 0 points** other

### SCORE POINT 2

- 2** In the passage, the narrator compares the city with the country. For example, he says that the city is gray but the country is green. Using details from the passage, explain TWO other ways that the city and country are different.

| City   | Country   |
|--|---|
| Green plants didn't show they just were gray   | There was alot of green that the narrator couldn't take it all in |
| The city noise never stopped not even at night | It is always serene   |

### Test 4—Question 2 Score Point 2

The two responses provided in the top row are a version of the third exemplar. The two responses provided in the bottom row are a version of the second exemplar. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

- 2** In the passage, the narrator compares the city with the country. For example, he says that the city is gray but the country is green. Using details from the passage, explain TWO other ways that the city and country are different.

| City     | Country |
|----------|---------|
| noisey   | quiet   |
| building | woods   |

### Test 4—Question 2 Score Point 1

The two responses provided in the top row are a version of the second exemplar. The two responses provided in the bottom row are incorrect. Therefore, the total response receives a Score Point 1.

**Test 4—Question 2**  
**Score Point 0**

The responses provided in both rows are incorrect. Therefore, the total response receives a Score Point 0.

| SCORE POINT 0  |                 |         |                |                 |         |        |  |
|--|-----------------|---------|----------------|-----------------|---------|--------|--|
| <b>2</b> In the passage, the narrator compares the city with the country. For example, he says that the city is gray but the country is green. Using details from the passage, explain TWO other ways that the city and country are different. |                 |         |                |                 |         |        |  |
| <table><tr><th>City</th><th>Country</th></tr><tr><td>the capital of</td><td>the captital of</td></tr><tr><td>a state</td><td>a city</td></tr></table>  | City            | Country | the capital of | the captital of | a state | a city |  |
| City   | Country         |         |                |                 |         |        |  |
| the capital of   | the captital of |         |                |                 |         |        |  |
| a state  | a city          |         |                |                 |         |        |  |

**NOTE:** The responses to Numbers 2, 4, 9, and 10 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

**Test 4—Question 3**  
**READING: Literary Response and Analysis**

**3** Which pair of words BEST describe Uncle David?

- ☐ upset but forgiving
- ☒ quiet but understanding
- ☐ impatient but respectful
- ☐ unaware but enthusiastic

**Test 4—Question 4**  
**READING: Literary Response and Analysis**

**4** Read these sentences from the passage.

**It made a feeling, all of it, as if there could never be anything wrong or ugly in the world. That is not an easy thing to accept.**

What does the narrator mean by “it”?

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Why is the feeling difficult for the narrator to accept?

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**Exemplars:**

**“It” means**

- the country/the sounds of the country/colors of the country/the wagons, harness, and horses.
- other relevant text-based response

**The feeling is difficult to accept because**

- the narrator thinks he doesn’t belong here, so he wants to leave.
- the narrator has never been around so much that looks and feels good. It makes him uncomfortable because it’s strange to him.
- the narrator is not used to/feels overwhelmed by the sights and sounds of the country, and he feels out of place there. It is unlike anything he has ever known.
- other relevant text-based response

**Rubric:**

- |                 |  |
|-----------------|--|
| <b>2 points</b> | versions of two exemplars, one for each part |
| <b>1 point</b>  | version of one exemplar only                 |
| <b>0 points</b> | other  |

### SCORE POINT 2

- 4** Read these sentences from the passage.

**It made a feeling, all of it, as if there could never be anything wrong or ugly in the world. That is not an easy thing to accept.**

What does the narrator mean by “it”?

He is talking about the country!

Why is the feeling difficult for the narrator to accept?

It is difficult because he is not used to the feeling he is used to the feeling of the city where he lives!

### Test 4—Question 4 Score Point 2

The first part of the response is a version of the first “It means” exemplar. The second part of the response is a version of the third “The feeling is difficult to accept because” exemplar. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

- 4** Read these sentences from the passage.

**It made a feeling, all of it, as if there could never be anything wrong or ugly in the world. That is not an easy thing to accept.**

What does the narrator mean by “it”?

He means that not everything is a bad and nosie place to live

Why is the feeling difficult for the narrator to accept?

Because he has never experienced it before

### Test 4—Question 4 Score Point 1

The first part of the response is incorrect. The second part of the response is a version of the second “The feeling is difficult to accept because” exemplar. Therefore, the total response receives a Score Point 1.

**Test 4—Question 4**  
**Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

**SCORE POINT 0**

**4** Read these sentences from the passage.

**It made a feeling, all of it, as if there could never be anything wrong or ugly in the world. That is not an easy thing to accept.**

What does the narrator mean by “it”?

His relatives that come.

Why is the feeling difficult for the narrator to accept?

Because he hasn't seen them in a long time.

\_\_\_\_\_  
\_\_\_\_\_



**Test 4—Question 5**  
**READING: Literary Response and Analysis**

**5** Read this sentence from the passage.

**But I stayed and the feeling passed, worked off as the country came in.**

What does this sentence show about the narrator?

- ☐ He is becoming aware of the importance of family.
- ☒ He is beginning to relax and consider his surroundings.
- ☐ He has decided to erase the memory of his life in the city.
- ☐ He has realized that it would be rude to leave at this point.

**Test 4—Question 6**  
**READING: Literary Response and Analysis**

**6** What is a MAIN theme of this passage?

- ☐ dependability of relatives
- ☒ adjustment to new situations
- ☐ difficulty in communication
- ☐ inconvenience of rural travel

**Test 4—Question 7**  
**READING: Comprehension**

- 7** The author MOST LIKELY wrote this article in order to
- ☒ describe a skateboarding trend
  - ☐ explain the history of skateboarding
  - ☐ encourage readers to buy skateboards
  - ☐ amuse readers with skateboarding stories

**Test 4—Question 8**  
**READING: Comprehension**

- 8** The section titled “Know the Lingo” is included to help the readers
- ☒ learn the vocabulary of skateboarding
  - ☐ pretend to be experienced in skateboarding
  - ☐ understand the challenges of skateboarding
  - ☐ write their own stories about skateboarding

**Test 4—Question 9**  
**READING: Word Recognition, Fluency, and Vocabulary Development**

**9** Read these sentences from the article.

**More than ever, the skateboard is on a roll. It has not only hit the big time with TV, movies and video games, but it also dares to dream of a day it might snare a spot in the Olympics.**

What are TWO ways that the author gives human characteristics to the sport of skateboarding in these sentences?

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_

**Exemplars:**

- The author says that the skateboard is “on a roll.” This phrase is often used to describe people who are having a series of positive/ winning experiences.
- The author says that the skateboard has “hit the big time,” as if it were an actor.
- The author says that the skateboard “dares to dream.” This is something only people can do.
- The author says that the skateboard “might snare a spot in the Olympics,” as if it were an athlete.
- other relevant text-based response

**NOTE:** Just listing the phrases above that are in quotes IS sufficient for students to receive full credit.

**Rubric:**

- |                 |                           |
|-----------------|---------------------------|
| <b>2 points</b> | versions of two exemplars |
| <b>1 point</b>  | version of one exemplar   |
| <b>0 points</b> | other                     |

**Test 4—Question 9**  
**Score Point 2**

The first part of the response is a version of the second exemplar. The second part of the response is a version of the third exemplar. The total response receives full credit for a Score Point 2.

**SCORE POINT 2**

- 9** Read these sentences from the article.

**More than ever, the skateboard is on a roll. It has not only hit the big time with TV, movies and video games, but it also dares to dream of a day it might snare a spot in the Olympics.**

What are TWO ways that the author gives human characteristics to the sport of skateboarding in these sentences?

- 1) The author says, "It has not only hit the big time..." which cannot happen by itself.
- 2) The author says, "It also dares to dream of a day..." Sports can't dream.

**Test 4—Question 9**  
**Score Point 1**

The first part of the response is incorrect. The second part of the response is a version of the third exemplar. Therefore, the total response receives a Score Point 1.

**SCORE POINT 1**

- 9** Read these sentences from the article.

**More than ever, the skateboard is on a roll. It has not only hit the big time with TV, movies and video games, but it also dares to dream of a day it might snare a spot in the Olympics.**

What are TWO ways that the author gives human characteristics to the sport of skateboarding in these sentences?

- 1) It got a big break.
- 2) It dreams.

**SCORE POINT 0**

**9** Read these sentences from the article.

**More than ever, the skateboard is on a roll. It has not only hit the big time with TV, movies and video games, but it also dares to dream of a day it might snare a spot in the Olympics.**

What are TWO ways that the author gives human characteristics to the sport of skateboarding in these sentences?

1) The peopl Love SkateBoarding.

2) They want to get good at it.

**Test 4—Question 9  
Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

**Test 4—Question 10**  
**READING: Comprehension**

**10** Why does the author point out that skateboarding is a safe sport?

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What information does the author include to support this claim?

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**Exemplars:**

**Why**

- to encourage parents to let their children skateboard
- to show parents that it is less dangerous than other sports
- other relevant text-based response

**What**

- the National Safety Council report
- fewer injuries/hospitalizations occur with skateboarding than with other sports/baseball, football, hockey, volleyball
- only one in 171 participants suffers any injury that requires medical attention
- other relevant text-based response

**Rubric:**

- 2 points** versions of two exemplars, one from each part
- 1 point** version of one exemplar
- 0 points** other

### SCORE POINT 2

**10** Why does the author point out that skateboarding is a safe sport?

Many parents are scared their children will get hurt riding skateboards.

What information does the author include to support this claim?

The National Safty Council reported your less likely to be hospitalized for skateboarding than by football, basketball, hockey or volleyball.

### Test 4—Question 10 Score Point 2

The first part of the response is a version of the second “Why” exemplar. The second part of the response is a version of the first “What” exemplar. The total response receives full credit for a Score Point 2.

### SCORE POINT 1

**10** Why does the author point out that skateboarding is a safe sport?

So parents dont worry about there child getting hurt.

What information does the author include to support this claim?

the “How big is it”—and “Know the lingo” sections

### Test 4—Question 10 Score Point 1

The first part of the response is a version of the first “Why” exemplar. The second part of the response is incorrect. Therefore, the total response receives a Score Point 1.

**Test 4—Question 10**  
**Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

**SCORE POINT 0**

**10** Why does the author point out that skateboarding is a safe sport?  
so people would be afraid to try it.

What information does the author include to support this claim?  
you can skate any where you want.



**Test 4—Question 11**  
READING: Comprehension

**11** Which of these sentences from the article expresses an OPINION?


- ☐ “*TransWorld Skateboarding* magazine counted 741 skate parks in the United States in 2001.”
- ☐ “Cody Boyd, 19, came all the way from Lee’s Summit, Missouri, to do his thing at the Lenexa skate park.”
- ☒ “And because it’s so difficult, when you do succeed there is this incredible sense of personal accomplishment.”
- ☐ “The Sporting Goods Manufacturing Association says skateboarding has doubled its participation in the last five years.”

**Test 4—Question 12**  
READING: Comprehension

**12** Which of these would MOST LIKELY provide the most current information about the location of skateboard parks in your area?

- ☐ a guide to travel in the state
- ☐ a manufacturer of skateboarding equipment
- ☒ a Web site for a local skateboarding association
- ☐ a newsletter for a national sports safety organization

**Test 4—Question 13**  
**READING: Comprehension**  
**WRITING: Applications/English Language Conventions**

- 13**  The author includes information that suggests skateboarding has earned the right to be a popular sport. Do you think he has or has not succeeded in convincing the reader that this is true? Why or why not?

Write an essay in which you explain your ideas. **Be sure to include at least THREE examples from the article that support whether or not the author has successfully made his point.**

You may use the space below to plan your writing. Only your writing on the lined pages in this book will be scored. Using the Editing Checklist on page 63, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English. **Remember, your essay should be well organized and have an introduction, a body, and a conclusion.**

**Pre-Writing/Planning**

**NOTE:** The page reference above for the Editing Checklist refers to its location in the actual test book.

## Extended Response Writing Applications Overview Grades 6–12

| Score    | Does the writing sample   |
|----------|---|
| <b>4</b> | <ul style="list-style-type: none"> <li>• fully accomplish the task?</li> <li>• include many relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit very good word usage?</li> <li>• demonstrate very good writing technique?</li> <li>• demonstrate effective adjustment of language and tone to task and reader?</li> </ul>   |
| Score    | Does the writing sample   |
| <b>3</b> | <ul style="list-style-type: none"> <li>• accomplish the task?</li> <li>• include relevant ideas?</li> <li>• organize ideas logically?</li> <li>• exhibit good word usage?</li> <li>• demonstrate good writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>   |
| Score    | Does the writing sample   |
| <b>2</b> | <ul style="list-style-type: none"> <li>• minimally accomplish the task?</li> <li>• include some relevant ideas?</li> <li>• exhibit an attempt to organize ideas logically?</li> <li>• exhibit ordinary word usage?</li> <li>• demonstrate adequate writing technique?</li> <li>• demonstrate an attempt to adjust language and tone to task and reader?</li> </ul>  |
| Score    | Does the writing sample   |
| <b>1</b> | <ul style="list-style-type: none"> <li>• only partially accomplish or fail to accomplish the task?</li> <li>• include few relevant ideas?</li> <li>• exhibit a minimal attempt to organize ideas logically?</li> <li>• exhibit minimal word usage?</li> <li>• demonstrate minimal or less than minimal writing technique?</li> <li>• demonstrate language and tone that may be inappropriate to task and reader?</li> </ul> |

**NOTE:** This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

| <b>SCORE POINT 4</b>  |
|---|
| <b>A Score Point 4 paper represents a solid performance. It fully accomplishes the task.</b>  |
| <b>Ideas and Content</b>  |
| <p><b>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</b></p> <ul style="list-style-type: none"> <li>• present a unifying theme or main idea without going off on tangents?</li> <li>• stay focused on topic and task?</li> </ul> <p><b>Does the writing sample include many relevant ideas? Does it</b></p> <ul style="list-style-type: none"> <li>• provide ample information and more than adequate supporting details that are developed?</li> <li>• explore many facets of the topic?</li> </ul>   |
| <b>Organization</b>   |
| <p><b>Are the ideas in the writing sample organized logically? Does the writing</b></p> <ul style="list-style-type: none"> <li>• present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)?</li> <li>• progress in an order that enhances meaning of text?</li> <li>• include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)</li> </ul>  |
| <b>Style</b>  |
| <p><b>Does the writing sample exhibit very good word usage? Does it</b></p> <ul style="list-style-type: none"> <li>• include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid?</li> <li>• demonstrate control of vocabulary?</li> </ul> <p><b>Does the writing sample demonstrate very good writing technique?</b></p> <ul style="list-style-type: none"> <li>• Is the writing very fluent?</li> <li>• Does it include varied sentence patterns, including complex sentences?</li> <li>• Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?</li> </ul> |
| <b>Voice</b>  |
| <p><b>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</b></p> <ul style="list-style-type: none"> <li>• exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?</li> <li>• demonstrate a sense of audience?</li> <li>• exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?</li> </ul>  |

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

### SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

#### Ideas and Content

**Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it**

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

**Does the writing sample include relevant ideas? Does it**

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

#### Organization

**Are the ideas in the writing sample organized logically? Does the writing**

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

#### Style

**Does the writing sample exhibit good word usage? Does it**

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

**Does the writing sample demonstrate good writing technique?**

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

#### Voice

**Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it**

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

| <b>SCORE POINT 2</b>  |
|---|
| <p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>   |
| <p><b>Ideas and Content</b></p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> <li>• attempt a unifying theme or main idea?</li> <li>• stay somewhat focused on topic and task?</li> </ul> <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> <li>• include some information with only a few details, or list ideas without supporting details?</li> <li>• explore some facets of the topic?</li> </ul>                |
| <p><b>Organization</b></p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> <li>• have a beginning, a middle, or an end that may be weak or absent?</li> <li>• demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.)</li> <li>• demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)</li> </ul>  |
| <p><b>Style</b></p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> <li>• contain basic vocabulary, with words that are predictable and common?</li> <li>• demonstrate some control of vocabulary?</li> </ul> <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> <li>• Is the writing generally fluent?</li> <li>• Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)?</li> <li>• Is it generally ordinary and predictable?</li> </ul> |
| <p><b>Voice</b></p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> <li>• demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)?</li> <li>• demonstrate little sense of audience?</li> <li>• generally lack an original perspective?</li> </ul>   |

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Extended Response Writing Applications Rubric Grades 6–12

### SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

#### Ideas and Content

**Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?**

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

**Does the writing sample include few relevant ideas?**

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

#### Organization

**Is there a minimal attempt to logically organize ideas in the writing sample?**

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

#### Style

**Does the writing sample exhibit minimal word usage? Does it**

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

**Does the writing sample demonstrate minimal or less than minimal writing technique?**

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

#### Voice

**Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it**

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

**NOTE:** These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

## Language Conventions Rubric Grades 6–8

In their writing, the students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and for all previous grades.

| Score    | Does the writing sample exhibit a good command of language skills?   |
|----------|--|
| <b>4</b> | <p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> <li>• Do words have very few or no capitalization errors?</li> <li>• Do sentences have very few or no punctuation errors?</li> <li>• Do words have very few or no spelling errors?</li> <li>• Do sentences have very few or no grammar or word usage errors?</li> <li>• Writing has very few or no paragraphing errors.</li> <li>• Writing has very few or no run-on sentences or sentence fragments.</li> </ul>   |
| Score    | Does the writing sample exhibit an adequate command of language skills?  |
| <b>3</b> | <p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> <li>• Do words have occasional capitalization errors?</li> <li>• Do sentences have occasional punctuation errors?</li> <li>• Do words have occasional spelling errors?</li> <li>• Do sentences have occasional grammar or word usage errors?</li> <li>• Writing may have occasional paragraphing errors.</li> <li>• Writing may have run-on sentences or sentence fragments.</li> </ul>   |
| Score    | Does the writing sample exhibit a minimal command of language skills?  |
| <b>2</b> | <p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have frequent capitalization errors?</li> <li>• Do sentences have frequent punctuation errors?</li> <li>• Do words have frequent spelling errors?</li> <li>• Do sentences have frequent grammar or word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul> |
| Score    | Does the writing sample exhibit a less than minimal command of language skills?  |
| <b>1</b> | <p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> <li>• Do words have many capitalization errors?</li> <li>• Do sentences have many punctuation errors?</li> <li>• Do words have many spelling errors?</li> <li>• Do sentences have many grammar and word usage errors?</li> <li>• Writing may have errors in paragraphing, or paragraphing may be missing.</li> <li>• Writing is likely to have run-on sentences or sentence fragments.</li> </ul>   |

**NOTE:** The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.



## Reading Comprehension Rubric

| SCORED FOR READING  |  |
|---|--|
| Reading Comprehension Exemplars:  |  |
| <p><b>Author has succeeded</b></p> <ul style="list-style-type: none"> <li>• shows how many people are involved in the sport</li> <li>• shows that it's a popular topic of TV, movies, and video games</li> <li>• claims it is on its way to becoming an Olympic sport</li> <li>• compares it to an art</li> <li>• keeps kids in shape</li> <li>• keeps kids out of trouble</li> <li>• It doesn't require any additional equipment.</li> <li>• relatively safe</li> <li>• shows the number of skate parks has increased/can't be built fast enough</li> <li>• It helps kids develop a sense of accomplishment/esteem.</li> <li>• other relevant text-based response</li> </ul> <p><b>Author has not succeeded</b></p> <ul style="list-style-type: none"> <li>• includes quotations only from kids who are already involved in skateboarding</li> <li>• includes a quotation from a skateboard shop owner who of course wants skateboarding to be popular (so he can sell more boards and equipment)</li> <li>• includes data that show skateboarding is popular mainly with young male teens, not a wide audience</li> <li>• other relevant text-based response</li> </ul> |  |
| Reading Comprehension Rubric:   |  |
| Score   |  |
| <b>2</b>  | response takes a stand and includes versions of three exemplars      |
| Score   |  |
| <b>1</b>  | response takes a stand and includes versions of one or two exemplars |
| Score   |  |
| <b>0</b>  | other  |

## Extended Response Writing Applications

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., provides details that show how the author makes an effective argument that skateboarding has earned the right to be a popular sport).
- uses more than adequate supporting details (e.g., *Skateboarding might even be taken to the Olympics one day!; More people get hurt by playing hockey, volleyball, football, or baseball than skateboarding does [skateboarders do].*).
- is logically organized with a strong introduction, a body of support, and an effective conclusion.
- uses an appropriate range of vocabulary (e.g., *But today, that number of skate parks has increased rapidly to an amazing 741!*).
- is easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *The author got his point across by saying that basically anyone can do it*).
- displays a strong sense of audience (e.g., *I think he was very successful at giving examples of why it's such a great sport*).

## Extended Response Language Conventions

### Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a punctuation error, which is most likely of the first-draft variety.\*
- has no spelling errors.
- has no grammar or word usage errors.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

\*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

### Essay

The author of this article was trying to get a point across that skateboarding is a new trend. I think he was very successful at giving examples of why it's such a great sport. Some examples are the number of skate parks, how the trend got started, and why it's such a safe sport.

In 1996, there were only 12 skate parks in the entire United States. But today, that number of skate parks has increased rapidly to an amazing 741! A great new skate park is in Lexena, Kansas, waiting to be visited.

Skateboarding increased in riders because of TV images (celebrities), movies, and video games (namely Tony Hawk). Having skateboarding in the X-Games now has made a major impression on skate-boarding. Skateboarding might even be taken to the Olympics one day!

The author described that skateboarders are less likely to become injured. More people get hurt by playing hockey, volleyball, football, or baseball than skateboarding does. Only 171 skateboarders are needing medical help.

The author got his point across by saying that basically anyone can do it. Since more parks are developing, a new trend has started, and skateboarders get hurt less than anyone playing any other sport, the author has successfully increased the new skateboarding trend.

### Reading Comprehension Score Point 2

The response shown above takes a stand and provides versions of the second exemplar (e.g., *Skateboarding increased in riders because of TV images*), the third exemplar (e.g., *Skateboarding might even be taken to the Olympics one day!*), the eighth exemplar (e.g., *The author described that skateboarders are less likely to become injured*), and the ninth exemplar (e.g., *But today, that number of skate parks has increased rapidly*). Therefore, this response receives a Score Point 2.

**NOTE:** Although this response contains four exemplars, students only need to provide three exemplars in order to receive a Score Point 2.

## Extended Response Writing Applications

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., provides details that show how the author makes an effective argument that skateboarding has earned the right to be a popular sport).
- includes sufficient information to explain the author's position (e.g., *He said that in the last five years its popularity has increased from 12 million to 18 million*).
- logically organizes ideas with a clear introduction and conclusion, but the body of the essay could be more developed; uses some transitions.
- includes vocabulary that makes the explanations clear (e.g., *It sertainly [certainly] has grown from not being very popular to being one of the most popular sports in the world*).
- is easy to read and attempts to use a variety of sentence patterns, including complex sentences (e.g., *It has become such a popular sport that they are thinking of putting it in the Olympics*).
- demonstrates a sense of audience (e.g., *I think the author did very well in proving that skateboarding is a popular sport*).

## Extended Response Language Conventions

### Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a capitalization error (e.g., *Parks* [parks]).
- has some errors in punctuation (e.g., *Since it has become a video game [,] it [its] popularity has increased*).
- has a spelling error (e.g., *sertainly* [certainly]).
- has a few grammar and word usage errors (e.g., *He gave plenty of examples that why* [that explain why] *it is a popular sport*).
- uses paragraphs adequately.
- has a run-on sentence (e.g., *Since it has become a video game [,] it [its] popularity has increased, [,] now [Now] it is a sport they play at the X-Games*) and a sentence fragment (e.g., *That people travel from all over the country just to come to skate Parks* [parks]).

**NOTE:** In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by language conventions errors.

### Essay

I think the author did very well in proving that skateboarding is a popular sport. He gave plenty of examples that why it is a popular sport. Here are three of the examples that he said.

He said that in the last five years its popularity has increased from 12 million to 18 million. Since it has become a video game it popularity has increased, now it is a sport they play at the X-Games. That people travel from all over the country just to come to skate Parks.

It has become such a popular sport that they are thinking of putting it in the Olympics. It certainly has grown from not being very popular to being one of the most popular sports in the world. I think the author did a real good of proving that skateboarding is a popular sport.

### Reading Comprehension Score Point 2

The response (shown above) takes a stand and includes versions of the first exemplar (e.g., *He said that in the last five years its popularity has increased from 12 million to 18 million*), the second exemplar (e.g., *Since it has become a video game [,] it [its] popularity has increased*), and the third exemplar (e.g., *they are thinking of putting it in the Olympics*). Therefore, this response receives a Score Point 2.

## Extended Response Writing Applications

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., attempts to provide details to show how the author makes an effective argument that skateboarding has earned the right to be a popular sport, but the response is very brief).
- provides some relevant supporting details (e.g., *he is telling you that you could watch skateboarding on T.V., in person, video Games, books, computer's, movies, and yourself* [he is telling you that you could learn about skateboarding yourself or through TV, video games, books, computers, and movies]).
- attempts some organization with a brief introduction and conclusion; attempts some transitions.
- exhibits vocabulary that is appropriate to the task (e.g., *Also [,] He [he] tells you who is the best skateboarder*).
- attempts to vary sentence structure.
- has some sense of audience (e.g., *But that is my oppion* [opinion;] *you might think different* [differently]).

## Extended Response Language Conventions

### Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has errors in capitalization (e.g., *Games* [games]).
- has a spelling error (e.g., *oppion* [opinion]).
- has some punctuation errors (e.g., *I think he had* [has] *made his point because*, [no comma]; *computer's* [computers]).
- contains a few grammar and word usage errors (e.g., *he had* [he has]; *different* [differently]).
- attempts to use paragraphs.
- has a run-on sentence (e.g., *But that is my oppion* [opinion;] *you might think different* [differently]) but has no sentence fragments.

**NOTE:** The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

### Essay

I think he had made his point because, he is telling you that you could watch skateboarding on T.V., in person, video Games, books, computer's, movies, and yourself. He also tell's you when skateboarding first came out, and some of the skateboarder's. Also He tells you who is the best skateboarder.

But that is my oppion you might think different.

## Reading Comprehension

### Score Point 1

The response (shown above) takes a stand and includes a version of the second exemplar (e.g., *he is telling you that you could watch skateboarding on T.V.* [TV]) but does not provide any other exemplars. Therefore, this response receives a Score Point 1.

## Extended Response Writing Applications

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the task (i.e., makes a personal statement instead of showing how the author makes a convincing argument about the popularity of skateboarding).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but does not develop it with supporting details (e.g., *I like to sakteboarding [skateboard] to [too]*).
- is too brief to provide evidence of organization.
- demonstrates minimal writing technique and exhibits problems with sentence patterns.
- is too brief to show a clear sense of audience.

## Extended Response Language Conventions

### Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has no punctuation errors.
- has spelling errors (e.g., *sakteboarding* [skateboarding], *sisser* [sister], *fiends* [friends]).
- has grammar and word usage errors.
- has no run-on sentences but does have sentence fragments (e.g., *My siser sakteboarding to with me* [My sister goes skateboarding with me too]).

### Essay

I like to sakteboarding to. My siser sakteboarding to with me. My dad sakteboarding to with me and sisser. All of my fiends in it to sakteboarding.

## Reading Comprehension

### Score Point 0

The response (shown above) does not take a stand or provide any details from the article. Therefore, this response receives a Score Point 0.

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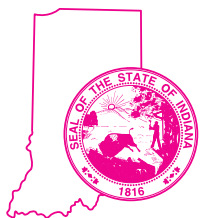
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# Grade 8

## English/Language Arts

# Fall 2008

## Teacher's Scoring Guide



Indiana Department of Education